



Breckon Hill Primary **School**

English as an Additional **Language (EAL) Policy**

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Statement of intent

In this policy, the term 'English as an Additional Language' (EAL) refers to pupils whose main language at home is a language other than English.

Pupils with EAL will face various difficulties throughout their academic life. Pupils' aptitude for English will vary, but many will face barriers to learning, accessing the curriculum and reaching their full potential. Pupils with EAL must learn in and through another language. In addition, they may come from different cultural backgrounds to their peers and face different expectations of language, education and learning.

Research suggests that those new to English will acquire conversational fluency within two years, but will need five years or longer to achieve competence in academic English.

This policy has been established to ensure all pupils with EAL at the school are given the best chance possible to reach their full potential.

We aim to:

- Welcome the cultural, linguistic and educational experiences pupils with EAL contribute to the school.
- Ensure strategies are in place to support pupils with EAL.
- Enable pupils with EAL to become confident, and to acquire the language skills needed to reach their full academic potential.

Our strategic objectives are to:

- Provide a welcoming atmosphere for newly arrived pupils with EAL.
- Assess the skills and needs of pupils with EAL.
- Gather accurate information regarding children's backgrounds, cultures and abilities.
- Equip teachers and support staff with the necessary skills, resources and knowledge to support pupils with EAL.
- Use all available resources to raise the attainment of pupils with EAL.
- Systematically monitor pupils' progress, and adapt policies and procedures accordingly.
- Ensure all children's languages, cultures and identities are represented in classrooms and throughout the school.
- Maximise opportunities to model the fluent use of English.
- Ensure pupils with EAL are acknowledged for their skills in their own languages.

1. Teacher responsible for pupils with EAL

1.1. The teacher responsible for pupils with EAL is Megan Ross. Their responsibilities include:

- Overseeing the assessment and targeting of children with EAL.
- Ensuring the procurement and appropriate use of resources to support pupils with EAL.
- Exploring various possibilities to ensure important information is shared with staff and parents.

2. EAL teaching support

2.1. The responsibilities of teachers are:

- The induction of newly arrived pupils.
- Conducting initial assessments of pupils with EAL.
- Providing classroom support.
- Advising on strategies to support and include pupils with EAL.
- Providing advice regarding inclusive curriculum materials.
- Advising on ways to differentiate work for pupils with EAL.
- Encouraging and supporting pupils to maintain and develop their first language.
- Developing relationships between the school and parents of pupils.
- Securing and providing training to ensure staff development.

3. The role of school staff members

3.1. All staff members have a responsibility to ensure the development of pupils with EAL. They will meet this responsibility by:

- Providing a good model of spoken English.
- Where possible, using a variety of types of text to explore their subject and through the varied use of English.
- Ensuring the inclusion of pupils with EAL in their classrooms.
- Identifying pupils with EAL who are experiencing difficulties and ensuring intervening measures are taken to aid the pupil.

4. Support

4.1. Where a pupil with EAL is assessed as having little to no English, support will be provided in the form of nurture classes. These classes still follow the national curriculum but are adapted to the children's needs. Pupils' progress will be assessed ongoingly and children may be moved to a mainstream class where appropriate.

5. Inclusion

5.1. The school utilises a strategy of inclusion, and the positive and effective use of language. The strategy includes the following principles:

- There is an understanding throughout the school, for both staff and pupils, that a limited knowledge of English does not reflect a lack of ability or knowledge. Appreciating a pupil's ability to speak their own first language is essential for building their confidence and self-esteem.
- The language development of pupils is the responsibility of the entire school community.
- Diversity will be valued and classrooms will be socially inclusive.
- Teachers will be knowledgeable about pupils' abilities in English and use their knowledge to inform lesson planning.
- Schemes of work may be rewritten to accommodate low levels of English, whilst maintaining the subject content and level of challenge.

6. Initial assessments

- 6.1. The school will undertake a timely initial assessment to gauge pupils' English abilities in an informal manner that does not make the pupil feel isolated or inferior.
- 6.2. The assessment will be carried out using the forms and resources provided in [Appendix 1](#).
- 6.3. Initial assessments are carried out by the class teacher, and completed assessments are held on the pupil's profile. (Target Tracker Notes).
- 6.4. Teachers of the pupil will be allowed access to the assessment to inform their teaching and lesson planning.
- 6.5. The pupil and the parents of the pupil may view the assessment at any time.

7. Classroom practice

- 7.1. Teachers have high expectations of all pupils, regardless of gender, ethnicity, social background or English ability.
- 7.2. Classroom activities will be matched to pupils' needs and abilities.
- 7.3. Teachers will consider common misconceptions and language barriers, such as reading '3 x 3', where 'x' is read as the letter and not a function, and clarify meanings accordingly.
- 7.4. Where possible, the following practices will be utilised to improve pupils' literacy:
- The provision of writing frames (see example in [Appendix 2](#))
 - The use of props.
- 7.5. Language skills will be developed through:

- Collaborative activities involving spoken communication.
 - Feedback opportunities and conversations.
 - Good models provided by peers.
- 7.6. Active participation will be encouraged by:
- Grouping pupils in mixed ability groups to develop language skills.
 - 'Expert' readers and writers present in each group to provide assistance and model language.
- 7.7. Classroom displays will reflect cultural and linguistic diversity.
- 7.8. Assessment methods will allow pupils to show what they can do in all curriculum areas.
- 7.9. Bilingual dictionaries are available to aid pupils with EAL.
- 7.10. Visual supports are utilised where possible.

8. Access to the curriculum

- 8.1. The needs of pupils with EAL are considered by teachers when planning lessons. When planning lessons, teachers will ensure that:
- The language and learning demands of the curriculum are analysed and support is provided.
 - Visual support is utilised to provide greater understanding of key concepts.
 - The support requirements of pupils with EAL are identified and the support is made available.

9. Working with parents and carers

- 9.1. Liaison with parents is vital to the creation of a strong home/school partnership, which can ensure the development of pupils with EAL. To aid this partnership, the school will:
- Actively seek to put parents at ease by providing a welcoming environment conducive to productive discussions.
 - Provide interpreters for meetings when needed.
 - Ensure the language used in letters to parents is clear and straightforward.
 - Where appropriate, have teachers read through the letter with children before sending the letter home, to ensure the message is clear.
 - Where necessary, ensure translations of school documents are carried out and provided to parents of pupils with EAL.
 - Encourage parents to attend parents' evenings and participate in school functions.
 - Invite parents to school to help with class activities, such as cooking, reading and class outings, where appropriate.
 - Encourage parents to become involved with homework through shared reading schemes and language-based homework.

- Plan activities in a way that ensures they do not clash with religious/community commitments.
- Send letters in first language where necessary.

10. Special educational needs (SEN)

- 10.1. A child is not regarded to have SEN solely because their home language is different from the language in which they are taught at school.
- 10.2. A proportion of pupils with EAL may have one or more types of SEN and it is imperative that this is identified at an early stage.
- 10.3. SEN support will be decided on an individual basis in the manner outlined within the school's SEND Policy.
- 10.4. The school will ensure that the parents or carers of a pupil with SEN are not prevented from presenting their views throughout the process and are clearly informed at every stage.

11. Monitoring progress

- 11.1. The monitoring of pupils' progress is shared between all teachers, both mainstream and EAL support.
- 11.2. Provision maps are updated following assessments and reviewed on a termly basis to identify and address problems.

12. Policy review

- 12.1. This policy is reviewed every two years by the teacher responsible for EAL pupils and the headteacher.



Name: _____ Class: _____

This assessment has been designed to support teacher's summative assessment against the statements in the NASSEA EAL assessment framework. Teachers can use this to identify a child's entry level in the English language and to measure progress.

Try to complete it within the first week of the child being in school and repeat again every 4 -6 weeks. A gap analysis can be used to inform planning for next steps.

Each time it is completed please date and use a different coloured pen in order for progress to be seen.









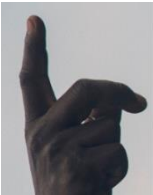
	Date	Pen Colour	Vocabulary Progression Record the number of images, including colours, correctly named here. Score out of 125
First attempt		Green	
Second attempt		Blue	
Third attempt		Red	
Fourth attempt		Black	
Fifth attempt		Purple	

When this assessment is no longer required, please give to the EAL lead in school.








Listening, understanding and speaking


	Responds in English	Responds in home language
What is your name?		
How old are you?		
Do you have any brothers and sisters?		
Where do you live?		
Where were you born?		
What do you like doing?		








Familiar Objects

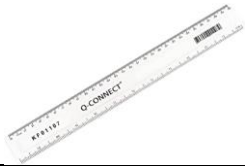
<u>Body Parts</u>	Responds in English	Responds in home language
		
		
		
		
		
		
		
		
		







<u>Home Environment</u>	Responds in English	Responds in home language
		
		
		
		
		
		
		

<u>School Environment</u>	Responds in English	Responds in home language
		
		
Who is your teacher?		
		
		
		
		
		
		









<u>Food and Drink</u>	Responds in English	Responds in home language
		
		
		
		
		
		
		







<u>Colours</u>	Responds in English	Responds in home language
		
		
		
		
		

Clothing	Responds in English	Responds in home language
		
		
		
		
		
		
		

<u>Transport</u>	Responds in English	Responds in home language
		
		
		
		

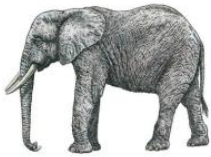
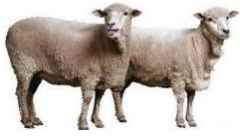


Animals



Responds in English

Responds in home
language



Give the child some simple instructions using some of the key words they've demonstrated an understanding of.

e.g. Pick up the pen

Go to the door

Clap your hands

Write the instructions you gave them and how they responded.

Ask the child these questions to see if they understand prepositions.



	Responded in English	Responded in Home Language	Other Response (e.g. points)	No response
What is behind the clouds?				
What is in front of the tree?				
Where is the frog?				
Where is the skateboard?				
Where is the table?				
Where is the duck?				

Reading and Writing

	Responded in English	Responded in Home Language	No response
Write the child's name. Ask them to read it.			
Ask the child to write their own name (without copying)			
Write here how they wrote their name.			

Ask the child to say the sounds. Record the child's response.

	Knows the sound	Knows the name	Other response	No response
a				
i				
m				
s				
t				
n				
o				
p				
b				
c				
g				
h				
d				
e				
f				
v				
k				
l				
r				
u				
j				
w				
z				
x				
y				

Ask the child to read the words. Record the child's response.

	Reads the word	Other response	No response
man			
pot			
hen			
dip			
rug			
fix			

Ask the child to write the following words.

	Writes the word correctly	Other response	No response
sit			
cop			
bad			
vet			
log			
jug			

Ask the child to read the words. Record the child's response.

	Reads the word	Other response	No response
shed			
chop			
thud			
tray			
pain			
been			
coat			
stir			
clown			
broom			
light			
smile			

Ask the child to write some short sentences about the following picture:

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Maths

Ask the child to read each number and record their response.

	Knows the sound	Other response	No response
0			
7			
2			
8			
5			
11			
14			
17			
20			
19			
Only continue if appropriate to			
63			
129			
756			
2948			
15,623			
427,691			

Ask the child to write each number (without copying) and record their response.

	Writes numeral	Other response	No response
3			
6			
4			
10			
12			
18			
Only continue if appropriate to			
56			
924			
3709			

Ask the child to solve the following calculations. Choose an appropriate starting point for the child.

Band 1

1. $8 + 5 =$
2. $12 - 3 =$
3. How many equal groups can you see?



4. Put the counters into groups of 2



5. Can you share the sweets into 2 equal groups?



Band 2

1. $43 + 24 =$
2. $75 - 7 =$
3. $5 \times 3 =$
4. $12 \div 2 =$

Band 3

1. $687 + 211 =$
2. $736 - 462 =$
3. $15 \times 5 =$
4. $48 \div 8 =$

Band 4

1. $4275 + 3412 =$

2. $1775 - 1538 =$

3. $43 \times 6 =$

4. $136 \div 4 =$

Band 5

1. $4.8 + 3.8 =$

2. $13.4 - 8.7 =$

3. $15 \times 12 =$

4. $394 \div 6 =$

Band 6

1. $34608 + 29087 =$

2. $34608 - 12727 =$

3. $76.7 + 58.5 =$

4. $43 \times 65 =$

5. $480 \div 15 =$

Next steps from first attempt:

Next steps from second attempt:

Next steps from third attempt:

Next steps from fourth attempt:

Next steps from fifth attempt:

Next steps from sixth attempt: